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ABSTRACT

The purpose of this book is to suggest an alternative approach to the teaching of elementary science in light of more contemporary definitions of both reading and science. This method utilizes well-selected and conceptually and factually correct works of narrative children's literature. Although the method is most easily applied with picture books aimed at grades K-4, it is also possible to employ it in higher grades using chapter books, or by excerpting longer narrative works such as biographies, journals, or narrative accounts of real-life events. Part I of this book describes an integrated approach to scientific instruction using children's fictional literature as the foundation. Discussion considers the developmental needs of young students and how well-chosen fiction can enable children to understand and remember scientific concepts. Criteria for judging such books are presented and appropriate activities for their use are suggested. It also suggests ways to work with the school library media specialist. A sample unit utilizing a classic children's book as the basis for an integrated science unit in the classroom is included. Parts II, III, and IV contain activity units that cover life science, earth and space science, and physical science, respectively. Thirty-one children's books that can easily be adapted to the elementary curriculum are suggested and specific activities are provided for teachers to use in the classroom. An appendix containing answer keys to the puzzles included in some of the activity units is also included. (ASK)

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